

Leading through Modeling and Coaching: developing capacities of peers

May include: The role of peer observer in mentoring new teachers, coaching to strengthen classroom practice, or sharing expertise in implementing new instructional models

Vignette:

After completing an action research-based teacher leadership program in which she created and supported an interdisciplinary approach to curriculum in her school, Irene worked with her principal to create a new role for herself as a



hybrid teacher. This year she will teach half of the day and serve as a coach during the other half. This balance will benefit her colleagues as she will be able to invite teachers into her classroom as well as spend time in the rooms of others. Because working with teachers requires her to cultivate an in-depth understanding of how adults learn and to build competency in disciplines other than her own, she has continued to foster her own growth by engaging with colleagues in multiple national professional learning communities. Determined to show how learning from outside her local context has helped her to see the tasks in front of her with fresh eyes, she consistently shares new resources and ideas with the teachers in her building and encourages them to participate with her.

Core Beliefs:

- Teacher learning is interwoven with student learning.
- Teachers must experience new practices and models of learning to implement them effectively.
- Learning is socially constructed and based on prior knowledge and experience.
- Inquiry-based approaches foster growth.

Dispositions:

- Value the work of learners.
- Acknowledge professional expertise.
- Presume positive intent, that all are working in the best interest of students.
- Expect honest and respectful communication and offer it in return.
- Recognize progress made.

Knowledge and Skills:

- Model and promote reflective practice.
- Incorporate coaching models that emphasize inquiry to guide teachers in improving both their practice and student outcomes.
- Create a safe environment for teachers to take risks.
- Develop trusting and reciprocal relationships.
- Support teachers to identify strengths and weaknesses in fostering student learning.
- Consult research on both student and adult learning.
- Understand theoretical frameworks that describe teaching and learning.
- Use community resources to support improved teacher practice.
- Demonstrate interpersonal effectiveness including empathy, warmth and humility that leads to effective collaboration.
- Collect, analyze and use data to support improvement of teacher practice.
- Maximize effectiveness by using technology to collaborate.